

Unit 2 Temperature

1. Whole class instruction

Objective: Students will understand that temperature is a measure of warmth. Students will learn some ways to measure temperature and temperature changes, and to compare different temperatures. You may like to combine this unit with a science unit on temperature and measurement.



Cross-curricular with science book 3B

1.1. Go to Textbook pages 10-11

“What do you use to measure temperature?”

- ▶ Students should be aware of thermometers, but you may like to ask them what are some everyday uses for thermometers. Answers may include: to see if you have a fever when you are ill; to measure temperature outside; to measure the temperature of an oven when cooking; to measure temperature in engines.
- ▶ Discuss the Celsius scale with students. Remind them that 100 degrees is the temperature at which water boils, and 0 degrees is the temperature at which water freezes.

Go to Keeping Warm and Cool (Science 4C) textbook

“There are different ways to study the temperature of a place. One important way is to measure the highest and lowest temperatures during the day.”

- ▶ Discuss how when meteorologists measure the highest and lowest temperatures, they find that the warmest time of day is not at noon, but a little while later.

1.2. A thermometer, world map or globe

“What temperature is it right now?”

- ▶ Students should look at the thermometer and find the temperature – you may like them to do this outside.
- ▶ Ask the students what the weather is like today, and help them to draw comparisons between the weather and temperature. Students should see that the temperature generally correlates to the weather.
- ▶ You can ask students what temperatures they think are cold and which they would consider hot. Point out that these change from one climate to another. For example, in Egypt, where it is quite warm all

- ▶ Review with the students how to use a thermometer. You may find pages 6-7 of Keeping Warm and Cool a good reference.

year round, 15°C might be considered a cold day, while in Iceland 15°C might be considered warm.



2a. Group exploration

2.1. Measuring temperature

- ▶ Students can measure for themselves the way that temperature changes throughout the day. Each group will need a thermometer. They should place the thermometer outside, in an easily accessible area. Each hour, they should check the thermometer and note down the temperature. The following day, groups could make a graph of the temperature changes. Groups may like to use different types of graphs to illustrate their data. Discuss what was the hottest time of the day, and the coolest (the maximum and minimum temperatures).

Simple thermometers required.

Cross-curricular with Maths: making charts.

2b. Literacy activity

Unit 2: Plants and Temperature

- ▶ This story describes how plants can be adapted to different temperatures. For example, some plants need less water than others when the temperature gets hot. Before reading it, you may like to ask students what happens to plants when it is hot and sunny and they do not get enough water.

**Comprehension
workbook 2
Plants and
temperature**

3. Plenary session

- ▶ Review how a thermometer works, and the Celsius scale.

4. Further work/homework

- ▶ Students could use published weather reports or thermometers to keep track of the high and low temperatures over a period of time, such as a week.